

SEA 217: Dyslexia

Questions & Upcoming Announcements

Indiana Department of Education Title Con 2019
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Joseph Risch, M.A. BCBA
Reading Specialist with Training in Dyslexia
(317) 234-5597
jrisch1@doe.in.gov



Background

- When?
- Effective 2019-2020 School Year
- Why?
- Law Applies to Public and Charter Schools
- SEA 217 and SPED
- IDOE's Role



Specifics

Universal Screeners
for K-2

Reading Specialist
in Dyslexia

Instructional
Approaches

IDEA & Article 7
NOT Altered

Notifications and
Services

Reporting



Indiana's Dyslexia Definition

- From House Enrolled Act 1108
- Definition Taken From the International Dyslexia Association's
- Deficits...That is Often Unexpected in Relation to Other Cognitive Abilities
- It MAY Require Special Education Services



IDOE Responsibilities

Screeners

***Training
Program***

***Awareness &
Professional
Development***

***Resource
Guide***



Screeners

The Screeners Will Gather Information On The Six Subset Areas:

- Phonological and Phonemic Awareness
- Alphabet Knowledge
- Sound Symbol Relationship
- Decoding Skills
- Rapid Naming Skills
- Encoding Skills



Screeners

Who is Screened:

- Students K-2 are Universally Screened Annually in ALL Areas.
- Tested Every Year, Regardless of Previous Year's Results.
- No Specific Testing Window.
- Students in Grades 3-12 MAY be Screened if Teacher Notices a Deficit.
- Draft guidance Documents for Special Education and English Language Learners



Screeners

Three Levels of Screeners:

- Universal Screener - Predictive Measure
 - Level I Screener Process- Informal Diagnostic Screener
 - Level II Screener - Battery Norm-Referenced Assessments
-
- Anyone Who is Trained on the Screener Protocol May Give the Universal, Level I, or Level II Screener.



A School corporation or charter school hires an "authorized reading specialist trained in dyslexia...who has completed training in a dyslexia program approved by the department" (Chapter 1, Sec. 2(a)).

Note: At any time a parent or teacher can request an educational evaluation of the student.

The requirements of IDEA and Article 7, which have not been altered by this new legislation.

Dyslexia Screener Flowchart

Updated 12/2018

UNIVERSAL SCREENER

School corporation/charter school must:
-Select and include in reading plan IDOE-approved universal screener as a predictive assessment to measure dyslexia risk factors.
-Conduct screenings on all students who qualify as described in Chapter 2 Section 6 of SEA 217

This screener is a predictive measure that provides a snapshot of the student. It does NOT give specific information on what to work on or where to begin an intervention.

Students that show they are not at risk or some risk continue in the general education classroom with evidence-based practices for learning.

Schools are not required to administer the universal screener if the parent objects or student is already receiving intervention services for dyslexia (Chapter 2 Sec. 8 (a)).

DO NOT PASS UNIVERSAL SCREENER

Students who do not pass the screener and are at risk or at some risk for dyslexia on the universal screener (Chapter 2, Sec. 3).

Please see the guidance documents on giving the universal screener to special education and English language learners

PARENT PERMISSION AND NOTIFICATION

School corporation/charter school shall obtain parent permission. (Chapter 2, Sec. 8 (b))
Note: It is the recommendation of the Indiana Department of Education that the school receives informed written consent from the student's parent.

Chapter 3 Section 1 of SEA 217 states that if the students' performance on the initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening under IC 20-35.2 indicates a need for dyslexia intervention the school corporation or charter school shall:

- (1) Notify the student's parent of the results of the dyslexia screening.
- (2) Provide the student's parents with information and resource material that includes:
 - (A) Characteristics of dyslexia
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia.
 - (C) A statement that the parent may elect to have the student receive an educational evaluation by the school.

If parents do not consent, do not conduct Level I or Level II screener, but still provide intervention based on universal screener data

Note: based on age and intensity of students' need schools may go directly to a battery of Level II screeners

Schools shall update parents on the student's progress and need for screeners and interventions

LEVEL I

The school corporation/charter school will need more information on how to provide student support, so it shall conduct the level I screener process to help identify areas that need intervention and start the process of gathering more data.
This is the process of gathering more data through informal diagnostic screeners that can be used for progress monitoring and help to decide on interventions. (Chapter 2, Sec. 3)

LEVEL II

If additional information is needed or the school staff needs to know the student's strengths and weakness, the school may conduct Level II screeners. (Chapter 2, Sec. 4 (a)(b)) Level II screeners are a battery of norm-referenced assessments that are considered both formal and diagnostic. The level II screeners must include components from Chapter 2 Sec. 2 of SEA 2017. The data from these assessments can be used as a baseline for intervention and used show student growth.

RTI

- Uses the "response to intervention process" to meet student's needs (Chapter 2, Sec. 7) with:
- (1) Explicit, direct instruction that is systematic, sequential and cumulative, following a logical plan of presenting alphabetic principles and targeting the specific needs of the student without presuming prior skills or knowledge.
 - (2) Individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement.
 - (3) Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition.
 - (4) Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher's presentations and student practice, and
 - (5) Other instructional approaches as determined appropriate" (Chapter 4, Sec. 1).

Based on the screener scores, schools may consider these items during the RTI process:

- The student is taught in a small group or individual instruction
- Number of intervention sessions
- Length of intervention sessions
- Who is conducting the intervention
- The depth of study of each topic

Overview

Note: Full size document is available on IDOE Dyslexia website



Screeners Decision Flowchart



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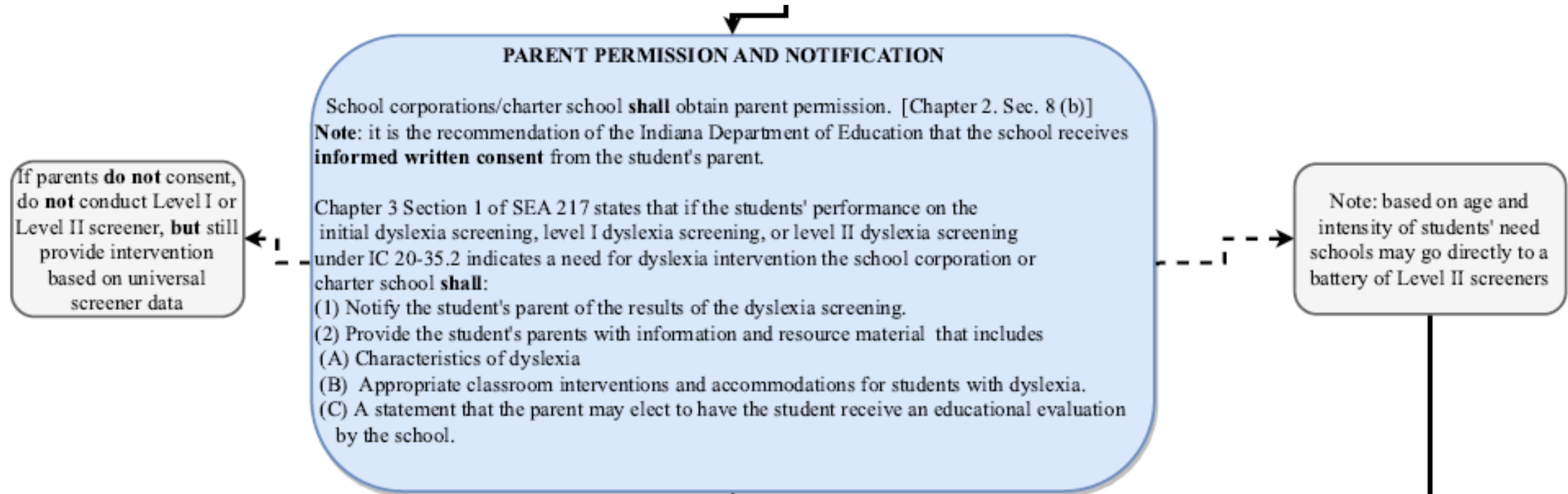
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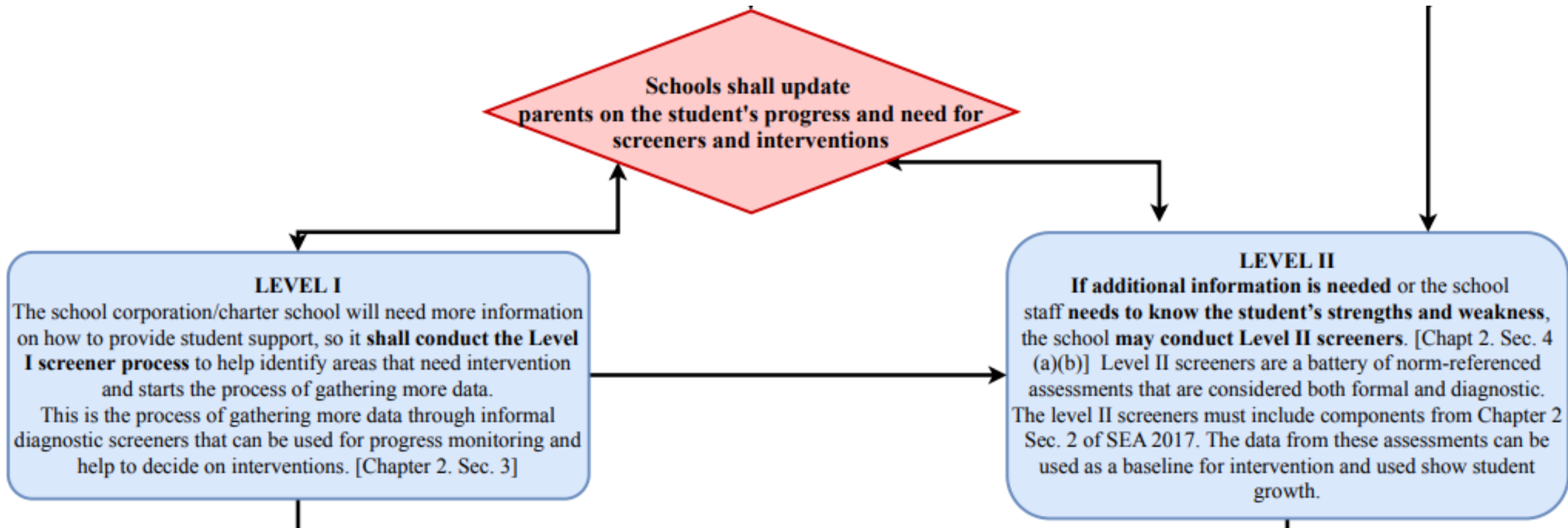
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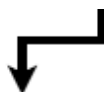
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Screeners Decision Flowchart



Screeners Decision Flowchart



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Training and Professional Awareness

Two Levels:

- Authorized Reading Specialist Trained in Dyslexia-Focused Training
- Professional Awareness Training for all Teachers-Broad Understanding



Authorized Reading Specialist Trained in Dyslexia

Qualifications for Position:

- Must Successfully Complete an IDOE Approved Dyslexia Training Program
- Enrolled in/or Completed During 2019-2020 School Year
- No Other Advanced Degree Required
- May Be a Current or New Employee
- Previous Training May Already Count!



Authorized Reading Specialist Trained in Dyslexia

Qualifications for Position Continued:

- One Per School Corporation, Charter School, or Co-op Regardless of Size
- Partner With a Service Provider
- Up to School What This Role Looks Like
- May Be Only Job or an Additional Role
- Example of Position



Training Programs

- Training Programs Must Meet All Requirements of SEA 217
- High Quality
- Trainers Experience
- Time and Cost
- Waiver Process



Professional Awareness

- Offered to ALL Educators in the State
- Common Understanding of Dyslexia
- Offered in Person or Online
- Informational Documents
- Resource Guide



Intervention

Local Control Decision:

Not Endorsing a Single Product or Approach



Intervention

Recommended Approaches For The Dyslexia Intervention:

- It Is Explicit, Direction Instruction That Is Systematic, Sequential, and Cumulative.
- Follow a Logical Path of Presenting Alphabetic Principles
- Target Specific Needs of the Student Without Presuming Prior Skills or Knowledge.
- Instruction is Individualized to Meet The Specific Needs of the Student.
- Complete In a Setting That Maximizes Student Engagement.



Intervention

Recommended Approaches For Dyslexia Intervention Continued:

- Instruction That Is Meaning Based.
- Instruction Has Purposeful Reading and Writing With Emphasis on Comprehension And Composition, and the Building Blocks Of Each.
- Instruction Incorporates The Simultaneous Use of Two or More Sensory Pathways During Teacher's Presentation and Student Practices.
- Other Instructional Approaches as Needed.



Intervention

Questions To Ask About Your Intervention:

- Does This Intervention Work Within the RTI Model?
- Does the Intervention Use As Many Of The Recommended Instructional Approaches As Possible?
- What Is the Source Of Instructional Materials?
- What Is the Cost For Your School And Per Student?



Intervention

Questions To Ask About Your Intervention:

- What Material Is Covered?
- How Will Progress Be Tracked?
- Who Will Lead the Intervention?
- Time Available For the Intervention?
- Is Additional Training Needed?



Reporting

Reading Plan

- Number of Students Who were Administered an Initial Dyslexia Screening During the School Year.
- Number of Students Determined to be at Risk or at Some Risk for Dyslexia.
- *Reading Plans are Reported to IDOE Annually.*



Reporting

School's Internet Web Site:

- The Dyslexia Intervention Program Used During the Previous School Year.
- The Number of Students Who Received Dyslexia Intervention during the Previous School Year.
- The Total Number of Students Identified with Dyslexia During the Previous School Year.



SEA 217 and Special Education

- SEA 217 is NOT a Special Education Law
- Dyslexia will NOT be a New Eligibility Category on an IEP
- Schools are NOT Diagnosing Dyslexia - Characteristics Definitive of the Disorder
- Universal Screener Does NOT Require a Parent Signature
- Level I and Level II Screener DOES Require a Parent Notification
- State Recommends Written Consent from Parents
- Conversation Level I -vs- Full Education Evaluation
- Interventions Provided Regardless, Based on Data Collected



SEA 217 and Special Education

- Continued Conversation With Parents on Student Progress
- Dyslexia Screening Cannot Delay or Deny Evaluation Under Article 7
- During RTI Process, Still Not Making Progress in Tier 3? Make Referral for Special Education.
- Student Already Receiving Special Education Services-will Screener Deliver New Data?



SEA 217 and Special Education

- Student Has Outside Diagnosis From a Doctor or Psychologist
- Schools Are NOT Diagnosing Dyslexia - Characteristics Definitive of the Disorder
- Dyslexia May Be Referenced In An IEP
- In the IEP, Schools May Phrase Information in the IEP As
“A Doctor’s Note States That The Student Has Dyslexia. The School Data Indicates the Presence of a Specific Learning Disability That Are Definitive of Dyslexia. The Student Has Deficits in”
- Then State Which of the Six Areas the Student Has Deficits



Questions From the Field

**High
Interest in
the Law**

**Questions
From All
Levels**



Funding

How Might Schools Pay
For These Screeners and
Interventions?



Contact Information



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Indiana's ILearn Assessment

Information for Educators

<https://www.doe.in.gov/sites/default/files/assessment/indiana-educator-brochure.pdf>



ILEARN resources support educators in the classroom.

- ILEARN includes new detailed blueprints for each assessment and item specifications that help educators better understand the structure and format of the assessment.
- Item specifications are a new resource for Indiana and include evidence statements, Depth of Knowledge (DOK) content limits, and item types used for each reporting category and content standard.
- Educators can use the detailed blueprints to prioritize instructional content, and they can use the item specifications to guide class assignments and discussions.
- Additional resources can also be found on the ILEARN webpage:
<https://www.doe.in.gov/assessment/ilearn>

Know what to expect in spring and summer 2019.

We expect to work closely with Indiana educators throughout the next year to build an effective assessment system that benefits our students and drives educational improvement. We encourage Indiana educators to participate in the future development milestones of ILEARN including:

Upcoming Meetings Requiring Educator Participation

Data Review (summer 2019)	Educators will review statistical data from field-test items to determine if the items can be used operationally.
Hand-scoring (summer 2019)	Educators will hand score open-ended items that appear on field tests and operational assessments.
Standard setting (summer 2019)	Educators will determine cut score thresholds for each proficiency category.



To access the Released Items Repository, go to
<https://inpt.ids.airast.org/student>

For more information,
visit the Indiana Portal at
<http://indiana.portal.airast.org>,
email INassessments@doe.in.gov,
or call **317-232-9050**.

**Indiana Assessment
Help Desk**
Toll-Free Phone: **1-866-298-4256**
Email: airindianahelpdesk@air.org



Indiana's ILEARN Assessments: Information for Educators



*ILEARN is a new
assessment system that
has been shaped by
educators at each step of
the development process.*



Indiana's new summative assessment, ILEARN, measures student achievement and growth according to Indiana Academic Standards.

ILEARN assessments will be administered beginning in the spring 2018–2019 school year during a single testing window.

ILEARN Assessments

Subject	Grade(s)	Test Type
ILEARN English/ Language Arts	Grades 3–8	Computer-Adaptive Test
ILEARN Mathematics	Grades 3–8	Computer-Adaptive Test
ILEARN Science	Grades 4 and 6	Fixed-Form (2019) Computer-Adaptive Test (future)
ILEARN Social Studies	Grade 5	Fixed-Form Test
ILEARN ECA Biology	High School	Fixed-Form (2019) Computer-Adaptive Test (future)
ILEARN ECA U.S. Government (optional)	High School	Fixed-Form Test

Indiana is committed to making ILEARN more accessible to Indiana students.

Indiana recognizes that the validity of assessment results depends on the test being accessible to each and every student. ILEARN includes a number of new accessibility supports, such as:

- Rich Text Tools
- Spell Check (item-specific)
- Dictionaries
- Thesaurus
- Glossaries
- Spanish translations (Mathematics, Science, Social Studies)
- American Sign Language (ASL)

To preview the testing tools and supports, you can visit the Released Items Repository at <http://indiana.portal.airast.org>.

What is a computer-adaptive assessment, and how will it benefit Indiana students?

In a computer-adaptive assessment, every time a student answers an item, his or her response helps determine the next item the student must answer. The difficulty of the assessment will adjust to each student's skills, providing a much better measure of what each student knows and can do. Some additional information about computer-adaptive assessments:

- Although students see different items, computer-adaptive assessments measure the same grade-level content for all students based upon the blueprint for each assessment.
- All students taking the assessment in a specific grade and subject will receive the same number of items.

The new online test delivery system is easy to use.

- Students can take advantage of the items in the Released Items Repository, which is available on the Indiana portal. Visit <http://indiana.portal.airast.org> to try some of the testing features, such as:
 - Zoom in or out on text and graphics
 - Strike out answer options for multiple-choice items
 - Mark items for review
 - Access text-to-speech capabilities
- Students can also practice answering different item types using the Released Items Repository for each content area and grade level.
- The testing engine that supports the Released Items Repository is the same engine that supports the operational tests. Students interact with released items in the Released Items Repository in exactly the same way they interact with items while taking the operational assessments.

Students will encounter a variety of item types on ILEARN.

ILEARN assessments include new, technology-enhanced items that assess higher-order skills and support a more precise measurement. Students will create graphs, interact with science simulations, and write and respond in multiple ways. Examples of item types include:

- Hot Text Items that allow students to select, drag, and rearrange groups of words.
- Performance tasks require students to integrate knowledge and skills across multiple standards to address complex, real-world scenarios. For example, in ELA, students may need to review and analyze information about a topic from multiple sources to write an informative essay about training exotic animals to be service animals.

To preview the item types, testing tools, and supports, you can visit the Released Items Repository at <http://indiana.portal.airast.org>.

Indiana educators, students and families can look forward to rapid reporting of results.

- Spring 2019 test results will be delayed to allow for the required standard setting process that will take place in the summer. Results for spring 2019 testing will be available in Summer 2019.
- Starting in 2020, ILEARN assessments will provide rapid results for students.
- Results will be available to authorized users through a secure online system. Educators, schools, and districts will have immediate access to the data.
- Shorter reporting timelines will allow educators to identify more quickly their class strengths and weaknesses by standard and pinpoint areas for further instruction.

